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PHYSICAL FACILITIES FOR SCHOOL GUIDANCE SERVICES.

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REPORT MAKES SUGGESTIONS FOR PLANNING AND IMPROVING PHYSICAL FACILITIES FOR GUIDANCE. PROVISION OF ADEQUATE FACILITIES IN THE SCHOOL PROGRAM WILL ENHANCE EFFECTIVE GUIDANCE SERVICES. THIS REPORT--(1) INDICATES THE NEED FOR EARLY PLANNING, (2) SUGGESTS A "DIAGRAMMATIC SCHEME" APPROACH IN PLANNING PHYSICAL FACILITIES (EXTENT AND LOCATION OF GUIDANCE SPACE), (3) PROVIDES A CHECK LIST FOR DETERMINING SPACE AREAS, AND (4) SUGGESTS EQUIPMENT AND OTHER FEATURES PERTAINING TO THESE AREAS. AREAS DESCRIBED IN DETAIL ARE--(1) WAITING AREA, (2) COUNSELORS' OFFICES, (3) SMALL CONFERENCE ROOM, (4) MULTIPURPOSE GUIDANCE ROOM, AND (5) STORAGE ROOM. SAMPLE FLOOR PLAN LAYOUTS ARE INCLUDED. (RK)

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Physical Facilities FOR School Guidance Services

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Physical Facilities FOR School Guidance Services

Prepared cooperatively by the Guidance Counseling, and Testing Section and The National Association of Guidance Supervisors and Counselor Trainers in consultation with The School Housing Section
Edited by DON D. TWIFORD

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Arthur S. Flemming, Secretary
Office of Education Lawrence G. Derthick, Commissioner

PREFACE

THE EXPANDING ROLE of guidance in the educational program has emphasized the need for resource information relative to physical facilities for school guidance services. In recognition of such a need, this publication has been developed through a series of workshops comprised of State supervisors, counselor educators and U. S. Office of Education personnel.

The American Institute of Architects and the School Housing Section of the Office of Education have rendered valuable consultative assistance in carrying out this project. In commenting about physical facilities for guidance, Eric Pawley, AIA Research Secretary, and Staff Executive, AIA Committee on School Buildings and Educational Facilities, stated: "What we need to achieve best results is not a book of typical plans to be badly copied, since they never fit this specific job, but a statement of educational specifications--a design program with which the architect can proceed to solve the specific problem in a most economical and creative fashion."

In following through with this concept, Curtis Ittner, AIA, proposed to the St. Louis workshop the diagrammatic scheme approach described in this publication. Many persons have had a part in contributing to the ideas herein presented. Highly deserving of special mention for his consultative help is Dr. Kenneth Parker, Lampher Public Schools, Madison Heights, Michigan.

The brochure is intended to be a concise statement of suggestions to assist in planning and improving physical facilities for guidance. It is in the belief that the effectiveness of guidance services in the school program will be enhanced by the provision of adequate physical facilities

that this bulletin has been produced. The bulletin was prepared for publication under the direction of Frank L. Sievers, Chief, Guidance, Counseling and Testing Section in the Aid to State and Local Schools Branch.

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INTRODUCTION

EDUCATORS generally agree that guidance services are an integral part of the total educational program. In order for these services to function effectively, it is essential that adequate physical facilities be provided. Expanding school enrollments and consequent extension of school building programs have accentuated the need for resource information relative to physical facilities for guidance services.

This need has long been of concern to state guidance supervisors and counselor educators as well as local school administrators and counselors. For several years the problem has been discussed, research has been conducted, and tentative conclusions have been reached by the National Association of Guidance Supervisors and Counselor Trainers. These discussions have been carried on in workshops in connection with regional and national meetings of the American Personnel and Guidance Association, and the annual meetings of the Guidance Division of the American Vocational Association.

As a result of such discussions, it was decided to develop a brochure covering this particular phase of the guidance program.

The purposes of this brochure are:

1. To indicate the need for early planning between the architect and local school boards, school administrators, guidance personnel, other faculty members, students and patrons.
2. To suggest the "diagrammatic scheme" approach in planning for physical facilities (extent and location of guidance space).

3. To provide a check list as an instrument for pointing up the space areas, and suggesting equipment and other features pertaining to these areas.

It is essential that local boards of education have an understanding of the need for these facilities, that the faculty, students, and patrons recognize the values to be attained, and that the architect understand the purposes of these areas of the school plant. Thus it is highly desirable that a close and continuing cooperative relationship exist between the school and the architect.

THE GUIDANCE FUNCTION

It is important to relate function to facilities in preliminary planning for guidance space. Basic to this translation is the need to provide some definitive characteristics of guidance philosophy and practice.

The concept of guidance in current philosophy and practice, includes guidance as a point of view, as a developmental process, and as an organized set of services which are coordinated and identifiable toward definite educational objectives under professional leadership. Activities are centered on the needs and problems of the individual student and are continuous in nature.

Organized guidance services and activities require adequate physical facilities. Among these services are the following.

Counseling Service

The function of the counseling service is to provide professional assistance on an individual basis to all students in assessing their potential and needs, in helping them make appropriate occupational and educational choices and plans, and in helping them develop an increasing maturity of judgment in dealing with problems of a personal nature.

Informational Service

The function of the Informational Service is to make available to students and teachers information covering educational and occupational opportunities and requirements as well as information dealing with personal and and social adjustment.

Appraisal Service

The function of the appraisal service is to make available to students, counselors, teachers, and related school personnel, pertinent information concerning individual students to the end that the individual may achieve better self-understanding. This information includes such cumulative data as home and family environment, leisure time activities, cocurricular activities, educational and vocational plans, and results obtained from standardized tests and measurements.

Consulting Services

The function of the consulting service is to provide a mutual communication of information among professional persons who are directly related to, and charged with, responsibility in the development of the individual student.

Research Service

The function of the research service is to provide significant findings pertaining to developmental aspects of the guidance program, and to evaluate the total guidance process.

PLANNING FOR GUIDANCE FACILITIES

Preliminary Planning

Early planning is important. Early planning can save time and help to avoid costly mistakes. Even more important, when this early planning is done the building architect should also be consulted. Since the architect works for a set fee, based on a percentage of the building costs, there is usually no added expense in securing his services early.

The planning process is a cooperative enterprise involving key personnel from the school staff--counselors, representative teachers, administrators--as well as the architects and community representatives. The committee responsible for developing educational specifications might well include the architect in order that he may benefit from

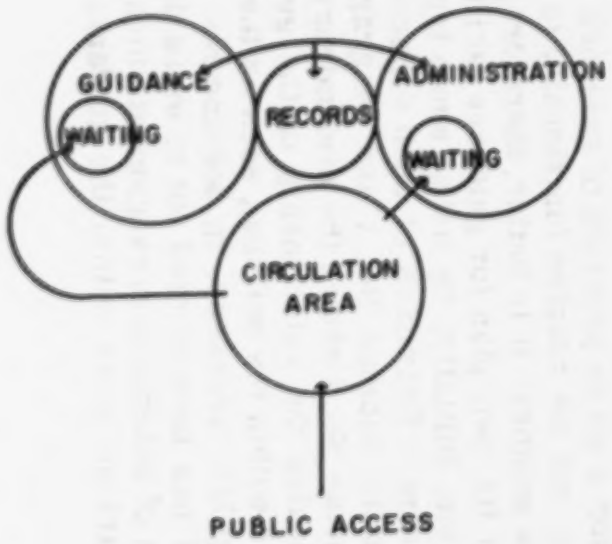
this contact with professional educators in crystallizing his understanding of current educational needs and practices. At the same time, the architect can give to the committee a greater insight into the problems (both architectural and financial) which he faces in planning a building satisfactory to all concerned.

Committees with responsibility for participating in the planning process should help the architect by describing the philosophy and function of the particular educational program or service which they represent, and point up the educational specifications which should be considered in developing building plans. Committees which attempt to work out actual building plans often arrive at plans which are architecturally unsound and which cannot be fitted into a cohesive pattern with the plans developed by each of the other committees dealing with various aspects of the total building program.

Preliminary planning between the committees and architect may well result in the diagrammatic scheme approach discussed in the next section.

Diagrammatic Scheme

Preconceived, detailed plans are likely to stereotype the design of guidance facilities. Plans which have been designed for a given program of guidance services in one school may not be adapted functionally to the program of guidance in another. It is better, therefore, for each school to develop its own plan for guidance facilities. This may best be done, initially, by using some type of "diagrammatic scheme." Examples of such schemes are shown in Diagrammatic Scheme No. 1 and Diagrammatic Scheme No. 2. Scheme No. 1 shows the preliminary planning stage which indicates the relationship of the guidance area to other areas within the building, such as the administration area and public accesses. In Scheme No. 2, the guidance area itself has been worked out in more detail and shows the pattern of schematic arrangement which may be devised for the various units within the guidance area, and the



DIAGRAMMATIC SCHEME 1

DIAGRAMMATIC SCHEME 2

location of this area with reference to related educational services.

These schemes should be developed cooperatively by the architect and planning committee in the beginning stage of the planning process. From such diagrammatic schemes, the architect then can use his own imagination and skill to provide a guidance area which will incorporate the relationships shown by the scheme.

It should be emphasized that each school should work out its own diagrammatic scheme. In devising the scheme, such things as the size of the school, the philosophy of guidance, the extent of the guidance program, and the supplemental services which are considered a part of the guidance services will need to be taken into account.

It is intended that the suggestions contained in this brochure be incorporated to whatever extent may be feasible and practical in the physical facilities plan for a given school.

Areas Determined by Use and Equipment

The establishment of room size in precise terms, such as number of square feet, or specific length and width, does not allow for flexibility in architectural planning. It is better that the architect be supplied with information pertaining to the functions of each unit within the guidance area, the number of persons who will likely be using the units of the area, the equipment needed to carry on activities within the area, and desirable access routes. From these data, the architect can plan a room or rooms of sufficient size to provide effectively for such functions.

DESCRIBING THE AREAS

A check list or other device, describing briefly the use of the area and the equipment it will need to contain, would be most helpful to the architect. Sample check lists from which the architect developed Diagrammatic Scheme No. 2 are shown on the following pages.

Waiting Area

The waiting area is provided as a reception area, as an informational resource area, and as a place for students and others to wait for their appointment with the counselors. This room should be sufficiently large to provide space for a secretary-receptionist and for one student for each counselor available. In addition, there should be space available for three or four additional persons, such as parents or teachers who might be accompanying the student. Thus, for a school which has three counselors, waiting space should be provided for about seven or eight persons.

In order to provide a smoother flow of traffic, and also to minimize possible embarrassment to those students who appear to have experienced an emotional disturbance during the counseling interview, it is desirable that exits other than through the waiting area be provided for students leaving counseling offices.

Suggested office equipment and other features:

Secretary's desk, chair, and typewriter

A study desk or table and comfortable seating for 3 to 12 persons.

Clock.

Large tack board: For display of career planning, occupational, educational, and scholarship posters and other information.

Bookcase: For vocational and educational materials such as books dealing with occupations and college catalogues and directories.

Display rack: For pamphlets, magazines, and other material.

Lighting: Sufficient light for reading, including floor or table lamps.

Electrical outlets.

Telephone: Preferably a private line to the guidance office, with extension stations to each counselor's office. The secretary should be able to take calls and refer them to the proper person by some kind of switchboard, buzzer, or intercommunication system.

Decor: The office should be tastefully decorated and furnished. Suitable colors, comfortable chairs, rugs, pictures, and the like contribute toward a desirable psychological atmosphere.

File cabinets: Provision should be made for vertical files of occupational information, other guidance information, and correspondence. Depending upon the number of staff members, the need may vary from 2 to 4 filing cabinets containing a total of 8 to 16 drawers. (Security measures including fire protection should be provided for such items as test materials, student records, and correspondence.)

Counselors' Offices

The counselor's office is the setting for the interview. There should be an office for each counselor. The interview usually involves only the counselor and the student. However, at times other persons such as a teacher, the child's parents, or another professional worker, such as the visiting teacher, are called into conference. Since the interview is regarded as confidential, the room should offer privacy, and should be reasonably soundproof. The use of partial partitions is not satisfactory.

Suggested office equipment and other features:

Counselor's desk and swivel chair.

Counselee's chair and at least two additional chairs.

Clock.

Telephone.

Electrical outlets.

Bookcase for counselor's own professional library.

File cabinet for counselor's guidance materials and records. At least two files are needed, and more if the cumulative records are to be kept here.

Storage space for tests and other materials. This would depend on the size of the school, and whether or not such storage space has been provided elsewhere.

Small Conference Room

The small conference room will be used for case conferences where as many as 10 persons may be present. It also may be used by such professional persons as the visiting teacher, school psychologist, health and medical services personnel, attendance officer, college admissions personnel, and the school psychometrist or diagnostician for individual testing or for small group (less than 10) testing.

Suggested equipment and facilities:

Conference-sized desk or perhaps two smaller, library-sized desks. Enough desk space to seat about 10 persons.

Chairs to accommodate 10 persons.

Tape recorder.

Clock.

Electrical outlets.

Storage cabinet, possibly built-in along one wall.

Bulletin (tack) board.

File cabinet.

Telephone connection.

Access to the multipurpose guidance room.

Bookcase to house the professional library.

Multipurpose Guidance Room

This room will have many uses. These uses will vary from school to school depending upon the guidance services offered and upon the concept of group procedures in guidance which prevails. The room should be about the same size as a regular classroom. When a multipurpose room as a part of the guidance area is not feasible, some schools make use of a conveniently located classroom. Uses may include group procedures, group testing, and inservice training sessions in guidance. Some schools may use it as a center for information services.

Suggested equipment and facilities:

Tables with chairs sufficient to set 30 to 35 students (or movable desks).

Clock.

Electrical outlets.

TV outlets.

Teacher's desk and chair.

Storage space, either a closet or a storage wall.

Chalk board.

Large tack board.

Space for three or four filing cabinets.

Bookcase.

Blackout curtains for use with audiovisual equipment.

Access to the library and audiovisual storage room. This does not need to be direct access, but nearness to the library area would be desirable.

Storage Room

Storage space has been indicated in several of the areas. This could be one area or several smaller areas, depending on the size of the guidance area and the ingenuity of the architect.

Suggested equipment and facilities:

Space should be provided for such items as secretarial materials, typing paper, mimeograph paper, pencils, file folders, miscellaneous forms, records, and reports.

Storage space for testing materials. This may need to be a fairly large space, especially in a large school with a complete testing program. This space should be accessible from both the small conference room and the multipurpose guidance rooms.

Storage for any special equipment the guidance department might have. This will vary widely, but might include such items as calculating machines, films and film strips, posters, projectors, and screens.

SUMMARY OF LOCATION AND SPACE GUIDELINES

Location

The Guidance Unit should be:

1. Separate from but near the administrative offices for convenient access to personnel records and certain clerical services.
2. Accessible by a direct entrance from corridor.
3. Located to provide exits from counseling area Separate from entrances, if possible.
4. Readily accessible to students, and near the main flow of student traffic to facilitate contact, scheduling, and communication.
5. Readily accessible from a main entrance for the benefit of parents and representatives of community agencies.
6. Reasonably near to related personnel services, such as pupil accounting, health, and psychological services.

7. Reasonably near to the library for convenience in use of display and reference materials.

Space

The Guidance Unit should provide:

1. Attractive and comfortable reception area with appropriate materials to encourage profitable use of waiting time.
2. Private counseling rooms or offices.
3. Conference room for such uses as case conferences; individual testing; special staff personnel such as the school nurse, visiting teacher, speech correctionist; interviewing by prospective employers and representatives of institutions of higher learning.
4. Multipurpose room adjacent to counseling offices for group testing, group procedures, and inservice training activities.

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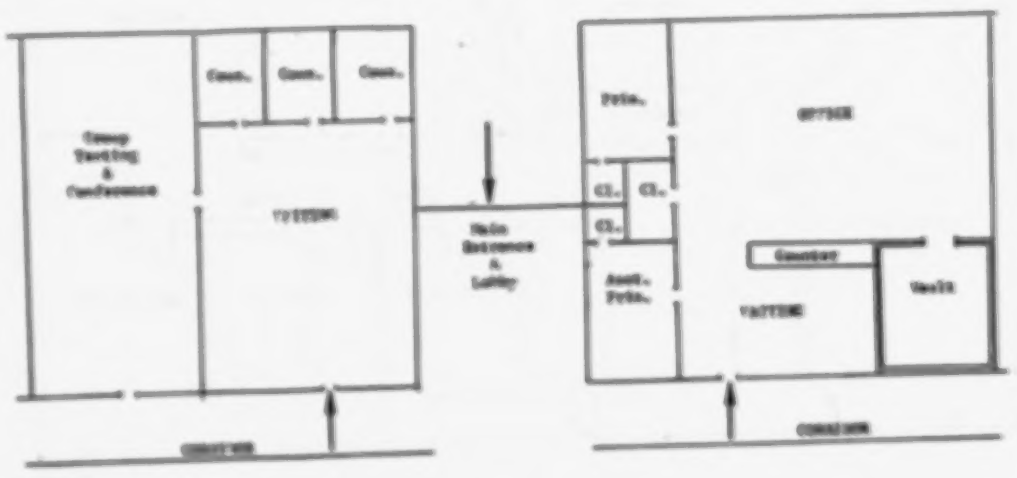
SAMPLE FLOOR

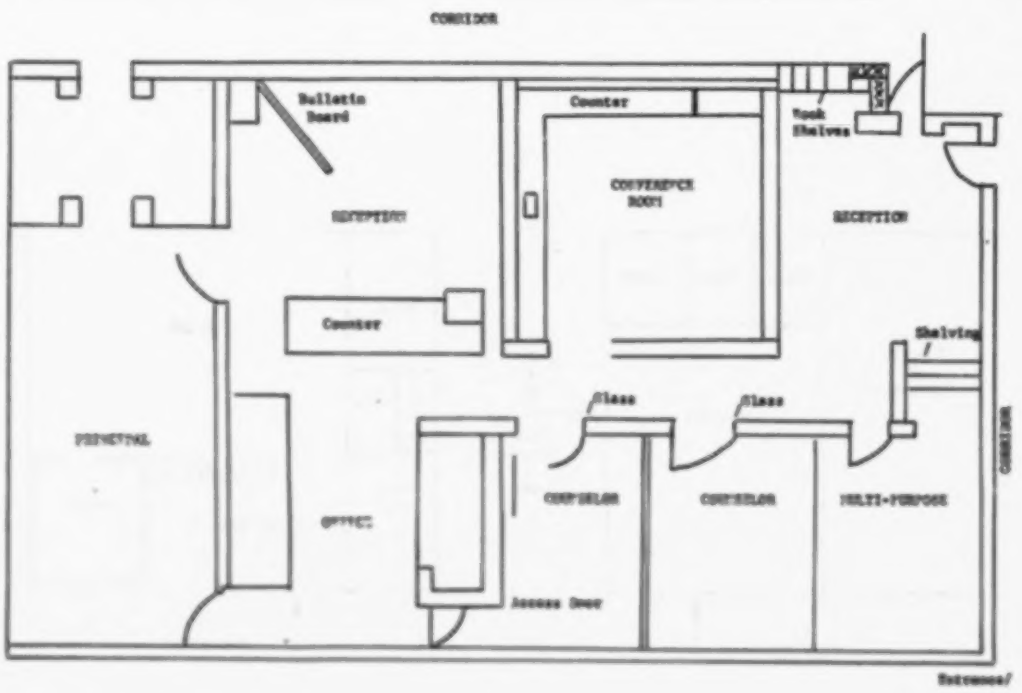
PLAN

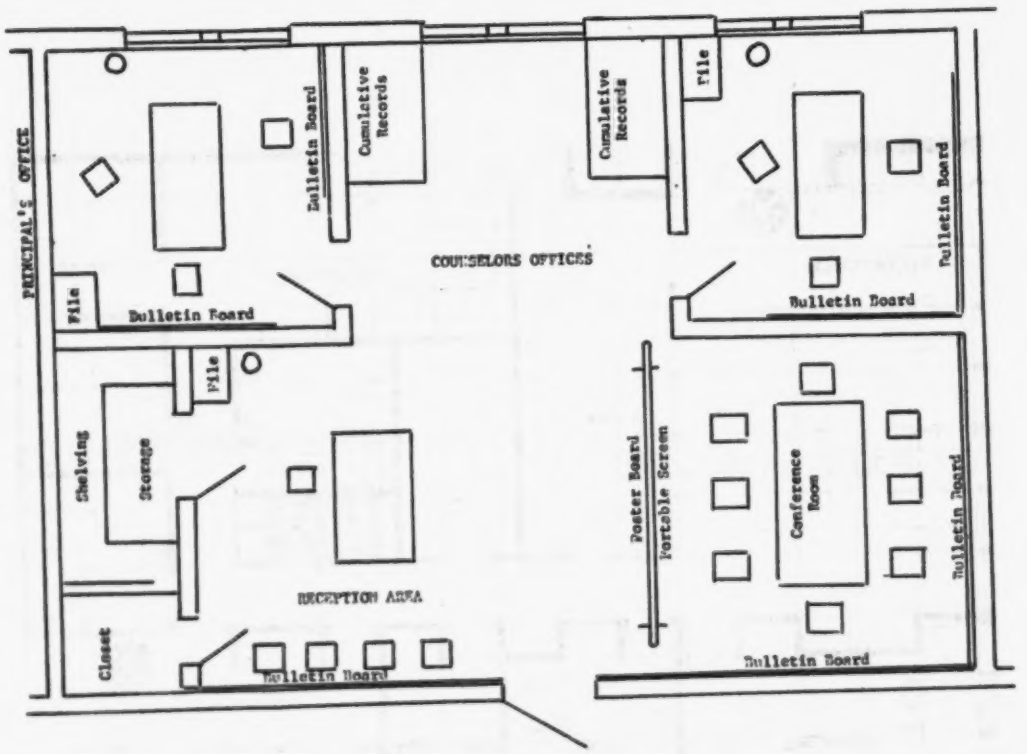
LAYOUTS

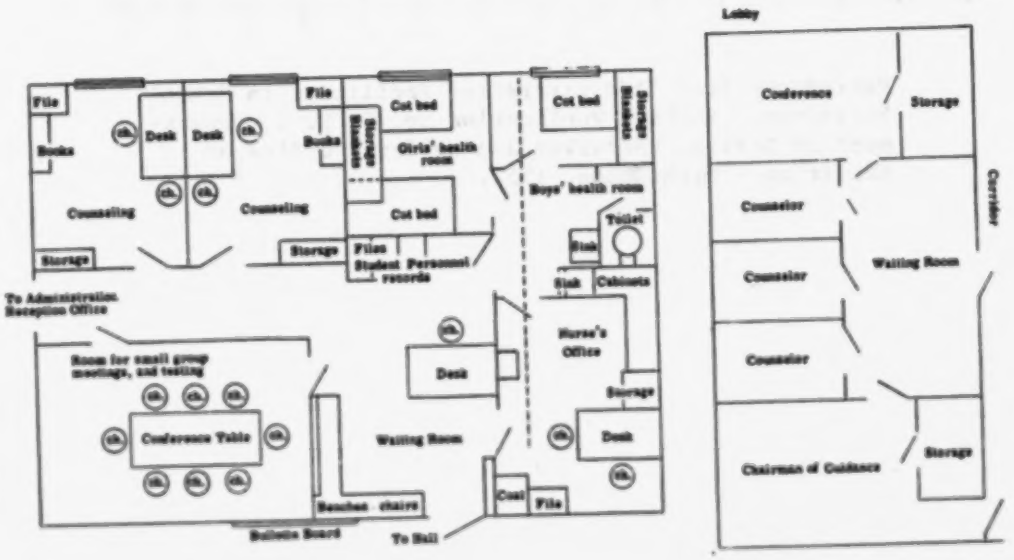
Coun.
Coun.
Coun.
WAITING
Vault
Priv.
OFFICE
Cl.
Cl.
Cl.
Counter
Group Testing & Conference
Asst. Priv.
WAITING


Coun.
Coun.
Coun.
Group Testing & Conference
Priv.
Cl.
Cl.
Cl.
Asst. Priv.
Vault

Prin.
Vault
Coun.
Coun.
Coun.
Group
Testing
&
Conference
Cl.
Cl.
Cl.
MAIN
ENTRANCE
&
LOBBY
OFFICE
Counter
WAITING
WAITING
Asst.
Prin.
CORRIDOR


CORRIDOR
Bulletin
Board
Counter
Book
Shelves
CONFERENCE
ROOM
RECEPTION
Counter
Shelving
Glass
Glass
COUNSELOR
COUNSELOR
MULTI-PURPOSE
Access Door
CORRIDOR





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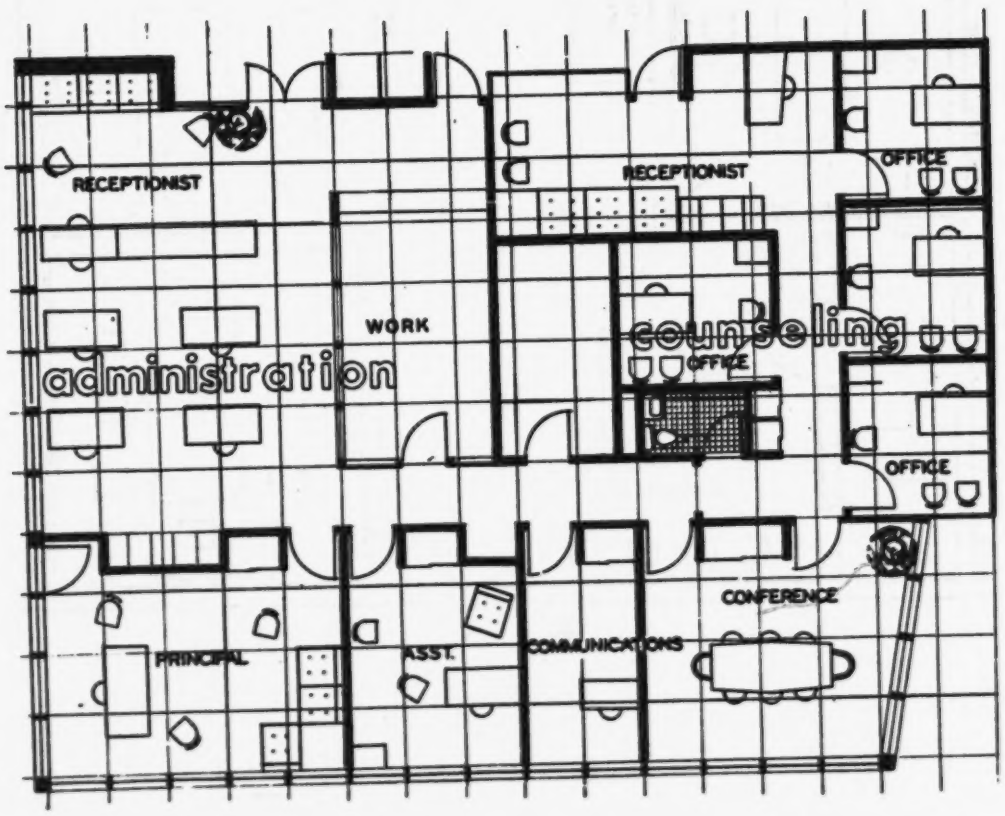

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